



Vol.15 Issue 4

WONDER WOMAN: AMERICAN HERO, OR INTERNATIONAL ICON?



INTERMEDIATE

Stages	Procedure	Time
Objectives	<ol style="list-style-type: none"> To practice <ol style="list-style-type: none"> skimming and scanning for details guessing word meanings in context discussing and responding to content of the text orally 	
Warmer	<ol style="list-style-type: none"> Teacher can bring some comic strips from the newspapers for this lesson or use the comic strips attached with this lesson plan. Teacher asks if students read any comic strips in the newspapers/magazines/webcomics. Elicit responses (e.g. Dilbert, Calvin and Hobbes, Peanuts (Snoopy), Kee's World, Garfield, etc.). Next, teacher elicits answers for the following questions: <ul style="list-style-type: none"> What are the common topics found in the comic strips they read? Why do people read comic strips? 	5 mins
Pre-reading	<ol style="list-style-type: none"> Teacher then asks the class what they think the reading article is going to be about – expected answer: comics. Next, teacher puts students into small groups and assigns each group with a comic strip in the article (total there are 4 comic strips). Teacher gets each group to share what they can learn from the comic strips. Elicit responses. 	5 mins
While-Reading	<ol style="list-style-type: none"> Teacher distributes Task 1. Teacher gets students to work in pairs to answer the comprehension questions. Elicit, discuss and confirm answers for Task 1. Next, teacher distributes Task 2. Teacher gets students to work in pairs again to answer the vocabulary questions. Teacher elicits, discusses and confirms answers for Task 2. 	15 mins
Post-reading	<ol style="list-style-type: none"> Teacher then gets students to continue with Task 3 in small groups. (Note: Teacher can use own comic strips for this activity). Teacher gets students to complete task in their groups. Each group needs to read the comic strips and discuss what they can learn from each of them. Elicit and discuss responses. 	10 mins
Wrap	<ol style="list-style-type: none"> Teacher concludes discussion and wraps up lessons. 	5 mins

TASK 1

Look for details from the article to answer the questions below.

1.	What are most comics solely designed for?
2.	What are the benefits of reading comics?
3.	What is the writer's advice on avoiding spending too much time reading comics?
4.	Why are the <i>Hyperbole and a Half</i> comics different from other comics?
5.	Why does the writer recommend readers to read <i>Hyperbole and a Half</i> comics?
6.	What is being promoted in <i>The Oatmeal</i> comics?
7.	Who are the major readers of <i>XKCD</i> ?
8.	Why are the <i>XKCD</i> comics used in science textbooks?

TASK 2

Replace each word underlined with a word or phrase from the article.

Although most comics are (1) specially created to entertain, there are some comics that are designed to (2) help people to learn. Graphics in comics or webcomics are able to (3) involve readers actively in thinking, creating and writing. For instance, the *Hyperbole and a Half* is a webcomic that many readers can (4) connect with. Allie Brosh, the illustrator of this webcomic, shares a lot of her experiences in her work. Another webcomic, *The Oatmeal*, is popular for promoting the (5) accuracy of grammar and punctuation. The website of *The Oatmeal* has a special section which is (6) meant for grammar. People who are interested in science and technical programming will enjoy *XKCD*. This webcomic contains (7) amusing and entertaining topics that relate to science.

All these comics are not only entertaining but also informative, so it is easy to get addicted to reading them. Therefore, it is important to choose the type of comics we read so that we will not be (8) scolded for spending too much time on them.

1.	2.
3.	4.
5.	6.
7.	8.

TASK 3

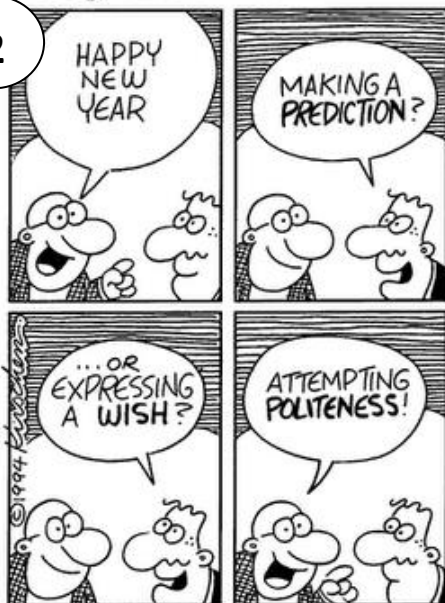
What is the language lesson in each comic strip below?

1



Dry Bones

2



DryBonesBlog.com

3



4



Answers

Task 1

1. Most comics are solely designed for entertainment and assisting learning.
2. The benefits of reading comics are they help readers to remember the information that has been presented easily; they engage readers in thinking, creating and writing; and they help to develop higher level thought processes.
3. The writer advises readers to be more careful in choosing the kind of comics they read.
4. Unlike other comics, *Hyperbole and a Half* comics are drawn with the old and simple drawing software, Paintbrush.
5. The writer recommends readers to read *Hyperbole and a Half* comics because readers can easily relate to the emotions the comic illustrator, Brosh, experiences.
6. *The Oatmeal* comics promotes the correct usage of grammar and punctuation.
7. The major readers of *XKCD* are Internet geeks.
8. *XKCD* comics are used in the science textbooks because the comics help explain complicated or difficult concepts in simple words.

Task 2

1. solely
2. assist
3. engage
4. relate to
5. correct usage
6. dedicated to
7. light-hearted
8. told off

Task 3

Students' answers may vary. Below are the sample answers.

1. English idiom - A cat always lands on its feet
Meaning: lucky to survive a bad situation
2. Future tense – talking about predictions and wishes
3. Subject-verb agreement
4. English idiom - success has many fathers, failure is an orphan
Meaning: People are quick to associate themselves with successful ventures and distance themselves from failures.